

Report Overview

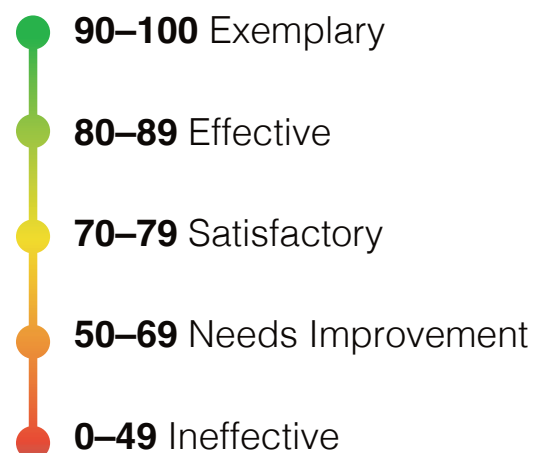
This report contains information gathered through the Measurable Results Assessment (MRA; See Figure 1), a validated survey used annually to collect, analyze, and report on student, staff, family, and school-level outcomes. The MRA is an important tool for starting larger conversations about the school's growth in leadership, culture, and academics. For this reason, the scores within this report serve as a way to celebrate progress and inform decisions on where to effectively focus time & resources.

Measurable Results Targeted by Leader in Me

LEADERSHIP		CULTURE		ACADEMICS	
Student Leadership		Supportive Environment for Students		Goal Achievement	
Personal Development	S/F	School Climate	A	Student Goals	S
Interpersonal Development	S/F	Student Empowerment	S	Student Goal Support	T
Positive Wellbeing	S	Trusting Relationships	S	School Goals	T
Self-Advocacy	S	School Belonging	S		
Prosocial Behaviors	S				
Staff Leadership		Supportive Environment for School Staff		Empowered Learners	
Personal Effectiveness	A	Staff Voice	A	Social Support	S
Interpersonal Effectiveness	A	Collective Efficacy	A	Academic Self-Efficacy	S
Student Leadership Support	T				
Family & Community Engagement		Key: A = All Staff (Including Teachers) T = Teachers Only S = Students F = Families/Caregivers *Secondary Students Only		Empowering Teachers	
School & Family Partnerships	T			Instructional Efficacy	T
Family Engagement	F			Student-Led Practices	T/S
Community Engagement	A				
				Life-Readiness*	
				Group Collaboration*	S
				Future-Focus*	S

Survey Scoring Guide

Each score is generated through analyses that are responsive to the characteristics and growth of a school while also factoring in overarching performance across schools. Scores are reported on a 0–100 scale for ease of interpretation and familiarity of use. 100 is considered the highest score and 0 the lowest across all measures and sub-measures.



Organization of the Report

The MRA was developed in alignment with the practices and paradigms of *Leader in Me* (see Figure 2). The three categories—Leadership, Culture, and Academics—that organize the practices of Leader in Me also organize the measurable results associated with the use of those practices provided in this report. Within each section, scores are provided on the related measures and sub-measures.

LeaderinMe Framework

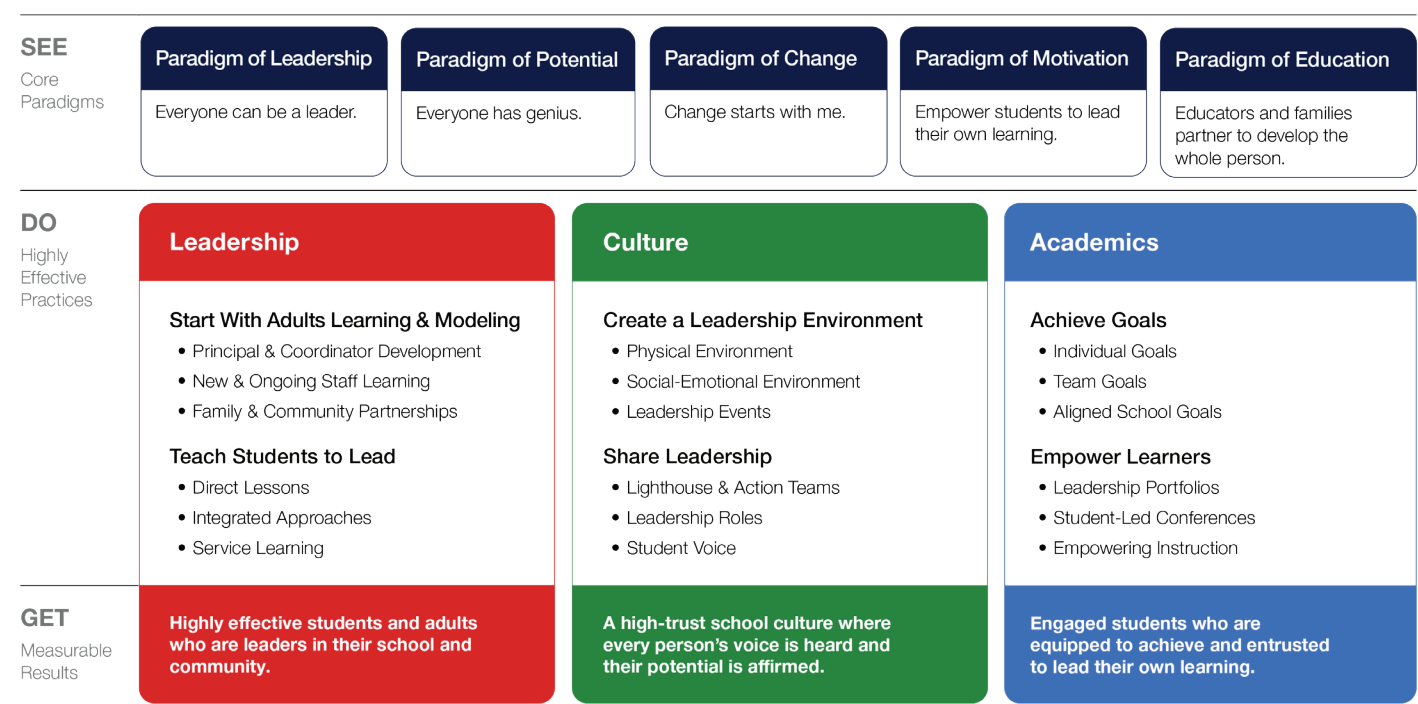


Figure 2. The *Leader in Me* Framework lays out the foundational paradigms and practices of the *Leader in Me* process.



LEADERSHIP

STUDENT LEADERSHIP

- | | | |
|---------|----|--|
| 78 → 82 | +4 | Personal Development
Students take responsibility for their actions and emotions and prioritize the things that are most important to their future. |
| 76 → 78 | +2 | Interpersonal Development
Students build positive relationships through understanding, communicating, and valuing the differences they see in others. |
| 79 → 79 | | Positive Well-Being
Students regularly engage in activities that promote their well-being, benefiting their heart, mind, and body, a holistic approach to their development. |
| 81 → 80 | -1 | Self-Advocacy
Students work to overcome barriers, problem-solve, and find solutions on their own and know how to enlist support when needed. |
| 80 → 78 | -2 | Prosocial Behaviors
Students support each other and offer help as needed. |

STAFF LEADERSHIP

- | | | |
|---------|----|--|
| 80 → 82 | +2 | Personal Effectiveness
Staff use planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most. |
| 80 → 83 | +3 | Interpersonal Effectiveness
Staff build and sustain positive relationships through understanding, communicating, and valuing the differences they see in others. |

LEADERSHIP

FAMILY & COMMUNITY ENGAGEMENT

74	→	74		School & Family Partnerships Teachers feel like most students' families and caregivers engage as partners in their child's learning.
72	→	87	+15	Family Engagement Students' caregivers are satisfied with the way the school engages them in their child's learning through varied opportunities, communication, and support for learning at home.
75	→	74	-1	Community Engagement The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.

CULTURE

SUPPORTIVE ENVIRONMENT FOR STUDENTS

85 → 86 +1

School Climate

Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.

87 → 83 -4

Student Empowerment

Students believe they are provided with schoolwide and classroom opportunities that involve them in decision-making and grow their leadership competence.

81 → 83 +2

Trusting Relationships

Students have a high-trust relationships with people at school that they feel comfortable with and can connect to.

82 → 80 -2

School Belonging

Students believe that they are cared about and understood by the people in their school.

SUPPORTIVE ENVIRONMENT FOR STAFF

80 → 79 -1

Staff Voice

Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role.

79 → 80 +1

Collective Efficacy

Teachers believe that their collective actions can positively impact students and help them succeed.

ACADEMICS

EMPOWERING TEACHERS

73 → 79 +6

Instructional Efficacy

Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.

81 → 82 +1

Student-Led Practices

Teachers empower students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning.

EMPOWERED LEARNERS

82 → 84 +2

Social Support

Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.

79 → 80 +1

Academic Self-Efficacy

Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

GOAL ACHIEVEMENT

77 → 75 -2

Student Goals

Students are confident in their ability to set and achieve their goals.

76 → 78 +2

Student Goal Support

Teachers are able to support students in learning and applying the behaviors linked to effective goal achievement.

79 → 74 -5

School Goals

Schools have annual goals that guide decision making and are meaningfully co-created, tracked, and reflected on by all staff.

ACADEMICS

LIFE-READINESS

0 → 0

Group Collaboration

Students effectively work together to achieve a common goal across academic and community settings.

0 → 0

Future-Focus

Students are confident in their ability to envision and achieve a desired future, believing that they will lead a meaningful life.